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ABSTRACT

Designed to provide specific instructional suggestions for integrating basic reading and writing instruction in the elementary school, the lesson ideas presented in this booklet are applicable across grade levels and can be used with any basic reading and language arts textbook series. The 30 ideas cover a variety of areas, including the following: (1) guided responses, (2) describing and drawing, (3) sentence building, (4) composing sentences in response to questions, (5) readers theatre, (6) predicting, (7) sentence combining, (8) making sense with sentences and phrases, (9) cloze grammar, (10) comparing and contrasting, (11) mapping summaries, (12) paragraph building, (13) interviewing, (14) comprehending and writing, and (15) cluster writing. In addition to the lesson ideas, the booklet contains a description of the integrated basic reading/writing model that was used to structure the lessons, a rationale and explanation of each step in the model as it relates to specific instructional activities, and a summary of the research and literature base upon which the booklet was developed. (FL)

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3 STEPS TO LANGUAGE SUCCESS
Prior knowledge, Oral Language & The Reading/Writing Connection

A Handbook for

Integrating Writing Instruction into the Basic Reading Program

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A HANDBOOK FOR INTEGRATING WRITING INSTRUCTION INTO THE ELEMENTARY BASIC READING PROGRAM

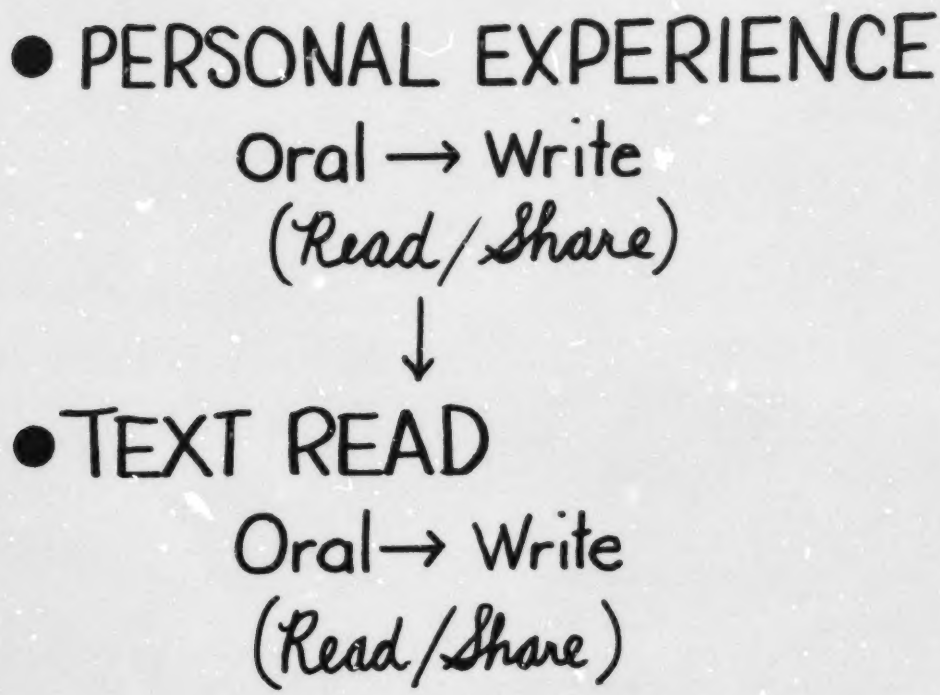
The purpose of this handbook is to provide specific instructional suggestions for integrating basic reading and writing instruction in the elementary school. The lesson ideas which are applicable across the grade levels are intended to be easy to incorporate with any basic reading and language series, require little preparation, while necessitating no extra materials.

This introduction first lists the specific purposes of the handbook. An integrated basic reading/writing model is then presented as a framework for structuring the lessons. Within this section, there is a rationale and explanation of the steps in the model as they relate to the instructional activities in the lessons. Finally a brief summary is presented of the research and literature base on which this handbook was developed.

PURPOSES OF THE HANDBOOK

It is the purpose of this handbook to present numerous instructional techniques and activities that will enable teachers to:

- integrate basic reading and writing instruction in a meaningful way.
- increase pupil involvement, interest, and success in their reading and writing programs.
- capitalize on and link pupils' personal experiences with basal programs to make them more meaningful.
- incorporate oral language with reading and writing experiences.
- use the basal reader as a springboard for teaching writing.
- help students develop their own reading activities.
- maximize the uses of student writing.
- make more efficient use of classroom time allocated to language arts.



Each lesson throughout the handbook follows the steps in the model.

Rationale and Explanation of the Model

● PERSONAL EXPERIENCE ORAL

The model is based on the premise that it is easier for students to read and write about things with which they are familiar and know, and topics they can relate in some way to their personal experiences. Therefore, the first step in each lesson attempts to relate a student's background and experiences to some aspect of the basic reader subject, thus promoting an interest in the material and developing a purpose for the lesson.

Another accepted premise is that facility in oral language promotes the learning of reading and writing. Thus, the lessons begin with prereading and prewriting oral activities such as discussion, brainstorming, questioning, and composing. Suggestions are provided that give students oral practice with the skill being introduced, prior to asking them to write.

- **PERSONAL EXPERIENCE WRITE** — Oral activities are followed by similar parallel writing activities. Students write about topics they relate to personally before they are asked to write about more abstract ideas.

- **READ/ SHARE** — Having the opportunity to read and share their work with a real audience is extremely important in developing student writing. When something is written, in order to instill in the writer the notion that it has value, it is important to be able to share it with others and get a response. In most of the lessons, students read and share their work first in small response groups and then in the larger reading group or class. Students benefit from a great deal of teacher and peer feedback, both oral and written. As in sustained silent reading, the teacher also writes and shares along with the students. This demonstrates that writing is a valued and worthwhile practice that teachers also engage in.

- **TEXT READ** — Teachers are referred to the manuals accompanying the basic readers for suggestions on conducting the guided or directed reading of the story.

- **TEXT ORAL** — This step provides opportunities for students to discuss, review, and retell the story. This reprocessing is one method of improving comprehension.

- **TEXT WRITE** — Each oral activity is immediately followed by a corresponding parallel writing activity. The TEXT ORAL and TEXT WRITE steps are similar to the PERSONAL EXPERIENCE ORAL and PERSONAL EXPERIENCE WRITE steps, only the TEXT WRITE step focuses on the content of the story.

- **READ/ SHARE** — Students are given many opportunities to read large amounts of material written by other students. The symbol ■ appears when the materials the students have written can be used as an independent nonconsumable reading activity to further develop comprehension skills. Seeing that their materials are being read and used promotes a purpose for writing, demonstrates the practicality of it, and indicates value is being placed on the process and the product.

The lesson ideas are intended to be thought of as springboards, procedures to be modified (lengthened, shortened, elaborated on, or changed), and used with any basic reader content that seems appropriate. Many students will not need to be exposed to all the steps that are indicated for a particular lesson. The suggestions are merely included here as guides for students who need abundant teacher input and guided practice prior to being able to work independently.

SUMMARY OF THE RESEARCH AND LITERATURE

Research has yielded results and commensurate insights that suggest to teachers worthwhile and effective practice for teaching writing and reading together. The procedures and activities for the lessons in this handbook were based on that information. A brief summary of the professional literature follows. Each statement is followed by instructional implications. (Numerals indicate the citation in the bibiography on pages 7 and 8.)

1. READING AND WRITING ARE HIGHLY RELATED SKILLS. BETTER READERS ARE GENERALLY BETTER WRITERS. (1,4,8,10,14,15,21,24)

The relationship between reading and writing offers many opportunities to combine instruction in the two to improve both. Because good readers usually score high in vocabulary, it seems that much value can be gained by organizing classroom writing instruction around thematic units and content in the basic reader. In this way,a common core of vocabulary can be developed, reinforced, and used in oral work, reading and writing. Good readers also tend to score high in comprehension. Asking questions in reading is an established method of developing comprehension. Further, it has been established that when students, as well as the teacher, are involved in the act of asking questions, comprehension increases. Therefore, students might well benefit from opportunities to formulate, orally and in writing, their own questions about, not only their own experiences, but also about their reading materials. Writing ability improves with reading ability.

2. STUDENTS SHOULD WRITE FREQUENTLY (2,11,12,14,17,25)

The implication from this most often repeated recommendation in the literature is obvious. Spending on-task time on writing is important if children are to learn to write! Frequent, daily practice in writing is most effective when attention is directed towards some factor in the writing process, such as developing fluency, oranizing ideas, mechanics, proofreading, or editing. Contrary to popular belief, **mere writing**, with no purpose or instructional guidance, does not bring about better writing skills.

3. THE MORE STUDENTS READ, THE BETTER THEY WRITE. (14,23,24,26)

This finding suggests that increased quantities of varied reading experiences need to be incorporated into the writing program. Such experiences should inclued reading to students, establishing a program of sustained silent reading in classrooms, giving students the opportunity to read material similar to what they are expected to write, and reading work that was written and published by peers.

4. WRITING ABILITY IMPROVES AS A RESULT OF THE USE OF PREWRITING EXPERIENCES. (3,12,16,17,20,25)

Since investigations indicate that good writers spend appreciable time in the prewriting state, it follows that prewriting activities (any structured experience that influences active thinking on the part of the student) such as discussing, questioning, mapping, and organizing ideas should regularly be included in classroom writing programs.

5. LANGUAGE IS ACQUIRED IN A SET SEQUENCE BEGINNING WITH EXPERIENCE, THEN VERBALIZATION, AND FINALLY LITERACY. STUDENTS MUST DEVELOP COMPETENCY IN THESE FOUNDATION AND PREREQUISITE SKILLS BEFORE THEY LEARN MORE COMPLEX SKILLS INVOLVING PRINT. (2,7,8,9,12,20)

As the foundation, teachers should not only provide new relevant background/ experiences but also establish a bridge between students' personal experiences and the topics/content contained in the reader. Facilitating verbalization, the next step, can be accomplished through well-planned, non-print lessons at the oral level. These oral lessons can include brainstorming, discussion, interviews, retelling, dramatics, dictation, and oral composing. Developing fluency with oral language is related to comprehending and composing written language. Parallel reading and/or writing activities follow and can be facilitated by the oral work.

6. WRITING EXPERIENCES THAT FOLLOW THE READING ACT INCREASE COMPREHENSION. (1,4,8,10,24,25)

Instructionally it would seem beneficial for teachers to incorporate more and different writing experiences into the reading program as follow-up activities. This finding also supports the contention that writing ought to be part of the regular reading program, not a separate subject. When related to the basic reader, writing can be used as an aid to reading as well as to written language skills. Writing after reading causes students to rethink, reprocess, and reconstruct ideas, and reuse the vocabulary. Comprehension is thereby improved. The basic reader vocabulary and content can also be used to develop language lessons that are more relevant and readable than those usually found in the language text.

7. GRAMMAR INSTRUCTION IS AN INEFFECTIVE AND INEFFICIENT WAY TO TEACH STUDENTS TO BECOME BETTER WRITERS OR ELIMINATE WRITING ERRORS. (2,12, 14,19,26)

Because it displaces other instruction, the time usually spent in formal grammar instruction could more productively be spent on other practices in the writing process that have been shown to improve writing ability.

8. ORAL AND WRITTEN SENTENCE-COMBINING PRACTICE INCREASES SYNTACTIC MATURITY AND OVER-ALL QUALITY OF WRITING. (4,5,6,12,13,22)

In view of the research on grammar instruction and the evidence that sentence-combining increases the quality of writing, teachers should consider including this instructional practice in their language curriculum. Specific lessons can be provided that incorporate the vocabulary and events from the basic reader. Combs (1977, p. 21) suggests that, "Since sentence-combining practice attracts even unmotivated students, the teacher could base sentence-combining activities on a reading passage and use them as an alternative to answering questions at the end of an assignment."

9. STUDENTS DEVELOP A PURPOSE FOR WRITING BY ENGAGING IN MANY DIFFERENT KINDS OF WRITING FOR DIFFERENT AUDIENCES. (3,8,12,18,21,23,24,25)

Too often the written language program focuses only on one kind of creative writing assignment. Students who participate in a writing program that expanded to include practical, varied, and personally significant writing experiences will enjoy writing and will want to do it.

10. WRITING IMPROVES WHEN STUDENTS ARE GIVEN THE OPPORTUNITY TO READ AND SHARE THEIR WORK AND GET VARIED RESPONSES FROM DIFFERENT AUDIENCES. (12,13,17,18,20,21,25)

The instructional implications of this are many. Teachers might want to have students read and share their work in partners, and/or in small/large groups. Response/feedback to writing can be oral and written and can be done by both teachers and students. Peer response groups for editing and revising and student-teacher writing conferences are effective. Students also benefit from publishing their work and reading large amounts of work written by others.

11. INTENSIVE CORRECTION OF ERRORS IS NO MORE EFFECTIVE THAN MODERATE CORRECTION. (2,13,14,18,23)

Current philosophy suggests that teachers should lead student to see that errors are an impediment to clear communication. Corrections should be dealt with in the context of the writing rather than as an item of isolated skill instruction. This gives the student a purpose for the correction and revision. Other successful techniques include teaching students to proofread for errors, identifying fewer errors at a given time, using a mixture of criticism and praise and having students themselves actively involved in evaluating and correcting their own work. Not all writing needs to be edited and rewritten. Many of the purposes in writing are accomplished in the prewriting and first draft stage, therefore eliminating the necessity of correcting every mistake which tends to inhibit fluency.

12. TEACHERS OF WRITING MUST WRITE THEMSELVES.

Teachers ought to write and share their work along with their students. It is important for students to see that this is a valued activity and one that is practiced by the teacher.

13. THERE IS NO ONE BEST METHOD FOR TEACHING READING OR WRITING. (7,21)

It is known that there are many promising practices that have been demonstrated to help students learn to read and write. The research, literature, and successful teaching experiences all give teachers direction towards becoming more effective.

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IN PREPARATION FOR READING

Linking students' personal experiences and knowledge through oral language to what they will read in their basal readers establishes an atmosphere for more meaningful reading and writing experiences to take place.

- **PERSONAL EXPERIENCE ORAL**

  Teacher: "Today we are going to read the story about the school nurse and some of the ways she helps students. Let's list on the chalkboard some of the ideas and words that come to your mind when you think of a school nurse."

office	scales	crying
blood	stomachache	cut
bandage	cot	tongue depressor
hurt	eye chart	thermometer
nurse	nice lady	

  The teacher then rereads the list and has students raise their hands when their word is read as a way of reemphasizing and reviewing the vocabulary. During the brainstorming, the students will frequently suggest many of the words that are part of the new vocabulary for the lesson in the reader. The teacher can then present the remaining new vocabulary words. (If the selection in the reader is about a topic that students will most likely not have had experiences with, then they may be asked to suggest questions they would like to be answered by the reading or information they would like to know about the topic.)

  The next activity involving personal experiences and oral language is for each student to tell an experience or say a sentence about a school nurse to a partner.

- **PERSONAL EXPERIENCE WRITE**

  Teacher: "Will each of you now write one sentence about a school nurse. I'll also write a sentence along with you."

- **READ/ SHARE**

  Students are asked to share their sentences in small response groups of three to five students.

  In the larger reading group, the teacher then shares her sentence. Students are asked to voluntarily share the sentences they wrote.

  The teacher may then ask students what they noticed about this assignment. (Generally the response will be that it was short, easy, and enjoyable. Note that they were all actively involved, had many opportunities for oral and written guidance and practice, and experienced success.)

- **TEXT READ**

DEVELOPING WORD MEANING - WRITING SENTENCES IN CATEGORIES

Using words in a number of different meaningful contexts helps students develop vocabulary and concepts.

cut	bleeding	bandage	treatment
hurt	nurse	finger	hug

● PERSONAL EXPERIENCE ORAL

Teacher: "Before we read our story about the school nurse we are going to work with the vocabulary. I have written three categories on the board: 1 2 3

Happy Afraid Surprised

I'm going to read three different sentences using one our new vocabulary words. Each sentence will make you think of one of the categories. 1) The nurse was dressed in a clown costume. What category does that suggest? That's right, it suggests being Surprised. 2) The nurse smiled at me. Good, that does make you think of being Happy. 3) The nurse told me I had to have stitches. That's right, that sentence conveys the meaning of being Afraid. Let's see if we can take another word and do some orally together." The teacher models sentences for the students until they are able to compose their own sentences.

● PERSONAL EXPERIENCE WRITE

Teacher: "Here are three strips of paper for each of you. I would like you to select one of our new words that we didn't already use. Write a sentence on each strip that suggests the meaning of each category. I will write three sentences too."

● READ/ SHARE

In the small groups, the sentences are read aloud. Students are directed to listen and respond with the category that is suggested by each sentence.

Then each student is asked to choose his/her favorite sentence to share with the total group. Students respond by holding up one, two, or three fingers to indicate the category suggested by the sentence. It is important that the teacher write and share each time. This conveys the message on an ongoing basis that writing is a valuable practice worthy of the teacher's time.

■ These strips can then be used as an independent reading activity. They are put in a manilla envelope labeled with the three categories. The student's task is to read the sentences and sort them into the categories.

● TEXT READ

● TEXT ORAL

"The categories Yes and No are written on the board. I'm

going to say two sentences using one of our new words. One of the sentences is true. It happened in our story. The other sentence is false and did not happen in the story. Show me thumbs up if the answer is yes. Put your thumbs down if the answer is no. James hurt his foot. In which category does this sentence belong? That's right. James did not hurt his foot, so it belongs in the No category. 2) James hurt his finger. That's right, thumbs up. Let's see if you can do some orally now."

- TEXT WRITE — The students then are assigned or select one or more vocabulary words. (Make sure all the words are being used by at least one student.) As in the preceeding oral activity, for each word the student is responsible for, s/he writes one true and one false statement based on the reader story.

- READ/ SHARE — As the sentences are shared orally, the other students listen and respond, thumbs up or thumbs down, as they did in the TEXT ORAL step.

- The sentences are then put in a manila envelope, labeled with the story name, and the categories Yes and No. They may then be read and reread by students as a comprehension check on the basal reader story.

NOTE: Some of the ideas in the READ/SHARE steps can be substituted for much of the counterproductive and inefficient round robin reading (8) that occurs in many classes. Purposeful oral reading is an important part of the basic reading program.

PREREADING QUESTION STRIPS

Responding to prereading question strips, relates basic reader content to students' personal experiences.

- **PERSONAL EXPERIENCE ORAL** — In introducing the story in the basic reader, the teacher holds up one prereading question strip at a time which the students read silently. In response they indicate with thumbs up if the answer is yes or with thumbs down if the answer is no. After each response to the reading is made, they discuss their experience or answer very briefly with a partner. For example, the prereading question strips relating to the story about Betsy, a mischievious little girl, focus on things that happen to her in the story. Students discuss those events as they relate to their own lives.

Did you ever take piano lessons?	Do you like beets?
Has your mother ever wanted you to be like someone else?	Have you stayed all night with a friend?
	Will you eat something at a friend's house even if you don't like it?

The prereading question strips relating to the story about Uncle Henry who found a lost kitten might look like the following:

Have you ever been followed by an animal?
Have you been to a pound?
Would you keep a lost kitten if you found one?

- **PERSONAL EXPERIENCE WRITE** — The teacher then tapes the prereading question strips on the chalkboard and writes a number by each question. Students select one of the prereading questions to which they write a response in more detail on a small strip of paper.

- **READ/ SHARE** — Students then read the responses they have written. The group who is listening responds by indicating the number of the question they think was answered. This gives a purpose for listening and also gives the writer immediate feedback as to whether or not the group understood what s/he was trying to communicate.

Each student writes his/her name on their answer, and after it is read aloud to the group, the teacher tapes it up on the wall as follows:

I don't like beets because I got sick after eating them once. Sue
The last time I stayed at a friend's house, the electricity went out. John
My mother always wants me to be like my cousin. Tom
The only beets I like are the ones from my garden. Ann
Everyone in my family has to take piano lessons. I hate to practice. My mom says I have to take them until I get in Jr. High. Sam
Yes, I like beets. Sally

The teacher then writes questions such as the following about the content of the students' responses.

1. What happened when John stayed overnight?
2. How many students like beets?
3. Who does Tom's mom want him to be like?
4. Who got sick after eating beets?

The students then need to read each others' responses in order to write answers to the questions.

● TEXT READ

I REMEMBER

Short success oriented writing exercises where students have the opportunity to capitalize on and link their personal experiences with the basal reader content makes it more meaningful.

- PERSONAL EXPERIENCE ORAL

  Teacher: "It is sometimes fun to try to remember things that happened to us a long time ago. I remember my first and only trip to the principal's office. I remember the polka dotted pinafore I wore on my first job. I remember eating my first chili pepper. I remember driving alone for the first time. Let's see if some of you can think of some experiences you remember." Have students share their "I remember..." statements.

- PERSONAL EXPERIENCE WRITE

  Teacher: "Today we are going to read a story about a boy named Larry who felt that he never did anything great. I remember some things that I didn't do great. I remember being awkward in my ballet class. I remember squawking on the clarinet the first time I played it. I remember the yeast rolls falling flat when they came out of the oven. Can any of you remember not doing something great? (The "I remember..." statements can focus on any topic the basal reader story is about.) I want you to write two "I remember..." statements about not doing something great that you wanted to do."

- READ/ SHARE

  Students can select one of their I remember statements and share it in the small response group. An opportunity for sharing is then also provided in the larger group.

- TEXT READ

- TEXT ORAL

  Teacher: "Let's see how many I remember statements we can generate together orally after reading our story.

- TEXT WRITE

  Teacher: "Here are five strips of paper. (1" X 8½") Write an "I remember" statement from our story on each one.

- READ/ SHARE

  The students then share their sentences orally in their reading group. In most groups there will be numerous duplications of the same event. As each sentence is read the students listen and decide if it is a duplicate or about a different event.

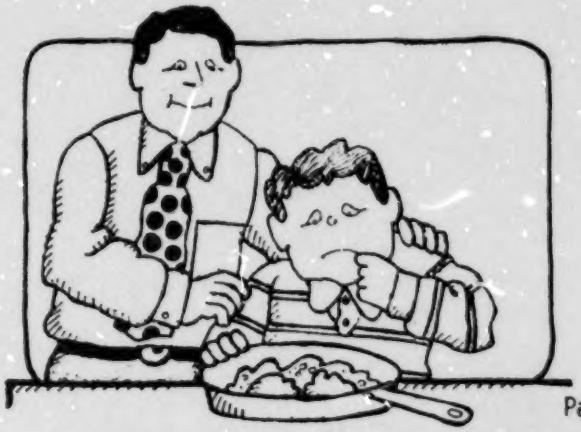
  ■ All of the sentences that are about different events in the story are put in a manila envelope and labeled with the story name and pages. They may be used and reused as an independent comprehension activity where students arrange the sentences in the sequential order the events happened in the basal reader story.

PICTURE DIALOGUES

Incorporating the pictures in the basic readers gives students the opportunity to first orally use the vocabulary they are learning to read.

● PERSONAL EXPERIENCE ORAL

Teacher: "Turn in your books to page 8 and look at the picture of Larry and his father. We are going to make up a conversation that the two of them might have.



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I will pretend I am Father, and I will say something to Larry. Will you take the part of Larry, Susan? You answer what you think Larry might say in response.

Father: I told you you have to eat those eggs.
Larry: But they don't look good & I don't like them.
Father: You've eaten them before.
Larry: But, I still don't like them.
Father: I'll tell you what, pretend they aren't eggs. Pretend they are chocolate.
Larry: But, eggs don't look like chocolate.
Father: Then close your eyes and pretend.
Larry: Ugh! All I taste is brown eggs.

After the teacher has demonstrated with the students, the group is directed to another picture, and the students in pairs are asked to take the roles of the people in the picture. Each pair of students then makes up a dialogue. in the same manner that the teacher and Susan did.

- PERSONAL EXPERIENCE WRITE

  A different picture of Ted and Larry in the same story is then used. In partners, pupil A writes one sentence as if he were Larry and then gives the paper to Pupil B. Pupil B writes one sentence in response as if he were Ted and hands it back to pupil A. This exchange can take place four or five times. (If there is an odd number of students, the teacher may complete the pair. In any event, it is valuable for the teacher to write also.)

- READ/ SHARE

  Students enjoy reading and sharing their dialogues with each other. Interest is high to see what kind of situation and dialogue the different pairs of students generate with the same picture.

- TEXT READ

- TEXT ORAL

  Now that they have read the story, students are asked again to orally compose a dialogue. This time, however, the dialogues should be based on events in the story. Several pairs of student partners model dialogues for the group.

- TEXT WRITE

  In partners again, students are asked to write dialogues that are consistent with what is happening in the different pictures in the story.

- READ/ SHARE

  The dialogues can then be labeled with the story title and page numbers and put in a folder. As an independent reading activity, students read the individual dialogues and match them to the corresponding picture in the reader.

SCENE ONE, TWO, THREE

Use of a picture provides a structure for simple story writing either before or after reading.

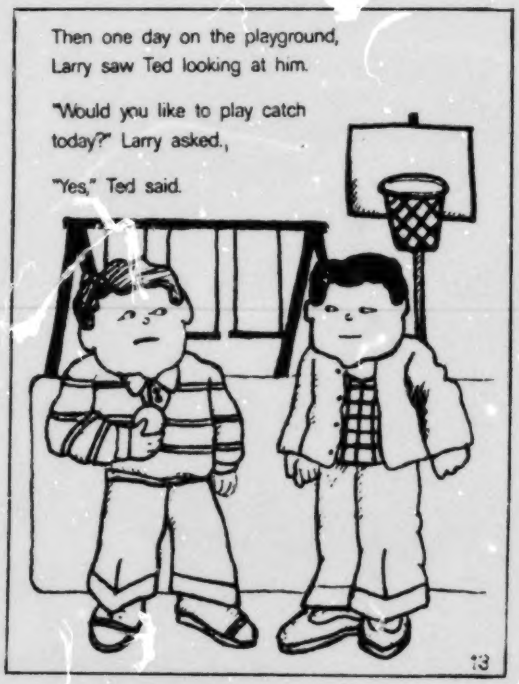
- **PERSONAL EXPERIENCE ORAL** — One of the pictures is selected from the story that is to be read. Students discuss events that might have happened before the event in the picture. Next they describe what is happening in the picture. Then they talk about what they think might happen next.

- **PERSONAL EXPERIENCE WRITE** — Another or the same picture may be used in this step. The same procedure as described above is followed only this time students write rather than discussing orally, what happened before, during, and after the picture.

- **TEXT READ**

- **TEXT ORAL** — Another picture is selected from the text. Students discuss events in the story that happened before the scene in the picture took place. Next they describe what is taking place in the picture. Then they talk about what happened after the events in the picture.

- **TEXT WRITE** — Students follow the oral activity by doing the same thing in writing as shown below.



Before the picture on page 13
Ted was a new boy at school.

In the picture on page 13
Larry asked Ted to play catch with him.

After the picture on page 13
Ted and Larry played catch.
Then they became great friends.

More able students can write two or Three events that came before and after the picture.

- All the sentences about one picture are put in one envelope. Students can read and classify each sentence according to whether it comes before, describes, or comes after the picture.

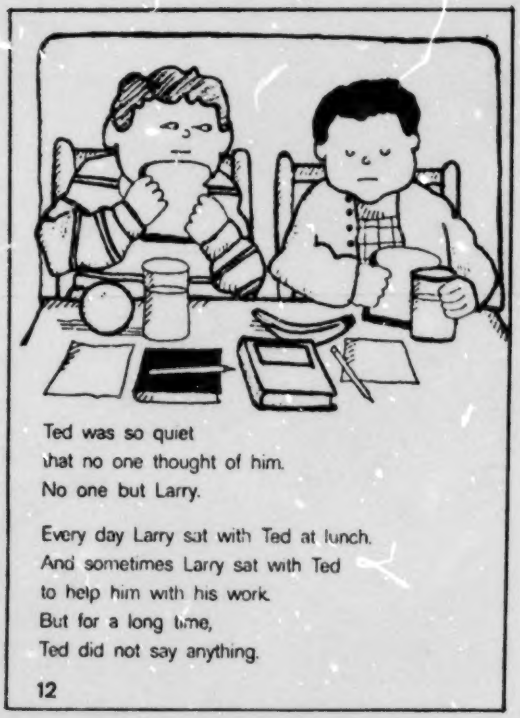
PICTURE QUESTIONS

Teaching Students to be self-questioners is essential to good comprehension.

- **PERSONAL EXPERIENCE ORAL** — As a prereading activity have students look at some of the pictures in the story they are about to read. The teacher helps them to formulate questions that relate to the picture and that they think might be answered by the reading. (The teacher may need to give many examples of questions to provide models as some students don't know how to state questions.)

- **PERSONAL EXPERIENCE WRITE** — The teacher has one piece of paper labeled with each page number of the pictures in the story that are going to be used. The papers are passed to each student. Each student writes one question about each picture or to one of the people in the picture.

- **READ/ SHARE** — As students do the task, it is necessary for them to read the questions written by others before they write their questions so there are no duplications. See the sample below:



Ted was so quiet
that no one thought of him.
No one but Larry.

Every day Larry sat with Ted at lunch.
And sometimes Larry sat with Ted
to help him with his work.
But for a long time,
Ted did not say anything.

12

Questions for Page 12

What's in the sandwich?
Why are the books on the table?
Why do you look so sad Ted?
What's in the glass?
What meal are the boys having?
Where are they?

- TEXT READ
- TEXT ORAL — Discussion after reading focuses on the questions students wrote before reading. Students cross out those questions for which there were no answers in the story. Students then orally discuss the answers to the questions that were covered by the text.
- TEXT WRITE — Students may then write answers to the selected questions that were answered in the text.
- READ/ SHARE — To develop an independent reading activity using the question pages, developed by the students, the page numbers need to be cut off, These are put in a manila envelope & labeled with the story name. Students then can read and match the questions to the pictures in the text.

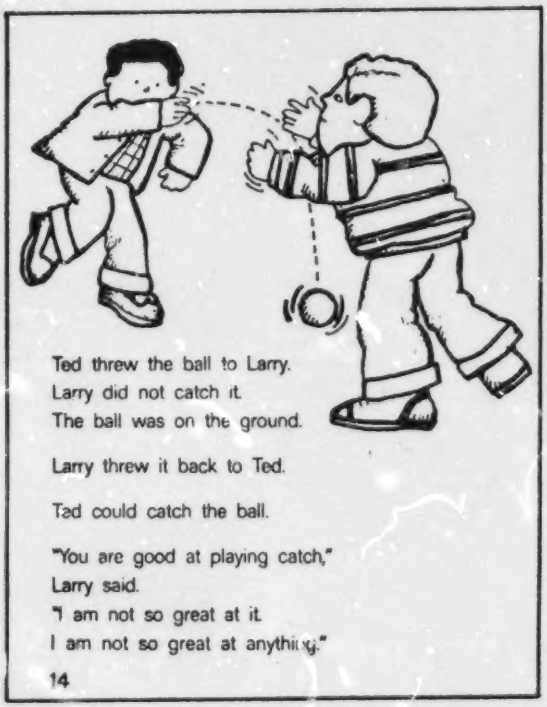
GUIDED RESPONSES

Guiding students to make short oral and written responses to pictures is a way of introducing a story in the basal reader.

- **PERSONAL EXPERIENCE ORAL** — Teacher: "Lets look at the picture on page 14. (See picture below.) Who can say a sentence about Larry? What is Ted doing? Who do you think is a better ball player? Why? Tell something about the ball."

- **PERSONAL EXPERIENCE WRITE** — The same or a different picture can be used in the PERSONAL EXPERIENCE WRITE STEP. Teacher: Take out a piece of scratch paper. Look at the picture we've been discussing. Write an answer or a response to each of the following:

  1. Write a question to one of the boys.
  2. Write a sentence about the ball.
  3. Describe what Larry has on.
  4. Write one piece of advice you would give to one of the boys.
  5. Write a sentence telling something you think Larry might need help with.


Ted threw the ball to Larry.
Larry did not catch it.
The ball was on the ground.
Larry threw it back to Ted.
Ted could catch the ball.
"You are good at playing catch,"
Larry said.
"I am not so great at it.
I am not so great at anything."
14

- **READ/ SHARE** — Students then share their responses to the foregoing questions.

- **TEXT READ**

DESCRIBING AND DRAWING

Students write, exchange, and read descriptions of basic reader pictures. The importance of clarity in writing is learned as they try to draw what was described by another student.

● PERSONAL EXPERIENCE ORAL

The teacher describes a picture orally to the students. They listen and try to draw what they think the picture looks like with out seeing it. Several students may then want to describe another picture orally and have the students draw.

● PERSONAL EXPERIENCE WRITE

After several examples have been done with teacher direction, students then work in partners. For example, Pupil A chooses to write a description of the picture on page 9. Pupil B may choose to write a description of the picture on page 8. (Students don't tell each other which picture they have selected; and in some cases they may have chosen the same picture.) See several examples below:

Pupil A:

A boy has one hand on his chin. He has a paint brush in the other hand. He is looking at a picture of a large orange flower he has just painted. Above his head there is a picture of another red flower with a yellow bird on top. The boy has on a green and orange strined sweater.

Pupil B:

A man is standing next to a boy. The man's hands are on the boy's shoulder. The boy looks worried. He has one hand on his mouth. The man and the boy are looking down at a frying pan full of fried eggs.

Turn the page to see the text pictures.

● READ/ SHARE

Pupils A and B exchange papers. Without looking at any of the pictures, each pupil reads their partner's description and tries to draw what s/he thinks it looks like. Students enjoy seen how their picture compares to the one in the text.

■ After students have done this activity there will be a number of descriptions of the different pictures. The descriptions are put in an envelope that is labeled with the name of the story. For an independent reading activity, students may read and match the descriptions to the pictures in the text.

● TEXT READ

So Larry helped cook the eggs.
But they did not come out just right.
The yellow was all funny.

Larry's father saw that Larry
didn't look happy.
"The eggs are not so bad," he said.

"I know," said Larry.
"But they are not so good.
They are not great eggs."

8

One time at school
Larry had to paint a flower.
Larry painted a blue and yellow one.
He thought it looked good.

Then Larry saw the flower
that one of the other boys had painted.
It was big and red.
It had a bird on it.

"My flower is not bad," thought Larry.
"But that one is great.
Why couldn't I paint a great flower?"

Larry thought he would never do
anything great.

SENTENCE BUILDING

Beginning with very simple sentence structures, various sentence patterns can be modeled and developed for students. Practice in oral composition of sentences aids fluency in writing sentences.

- **PERSONAL EXPERIENCE ORAL**

Teacher: "I'm going to list some words we can talk and write about on the chalkboard. Some of the words are the words we are learning in our reader. Nurses, patients, boys. Can you think of other words like this?" At the students' suggestions, cats, girls, birds, etc. are added. "In the next column let's list some things they can do?" The result might be a list like the following:

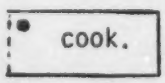
1	2	
Nurses	work	splash
Patients	hurt	breathe
Boys	run	read
Cats	eat	swim
Grandmothers	sit	cook
Girls	play	hike

Teacher: "Let's now see if we can combine a word from column one and two to make some sentences." Have the students compose numerous sentences orally.

- **PERSONAL EXPERIENCE WRITE**

Students are now organized in partners within small groups. Each student is given a strip of paper (backs of dittos 1" X 8½"). Teacher: "Fold the paper in half like this (demonstrate). Put a dot in the upper part just to the right of the fold like this (demonstrate).

Write a word from column one on the part of the strip without black dot. Fold your paper. Hand it to a partner so that only the part of the strip with the black dot can be seen.



Now write a word from column two. Be sure to put a period after the word."

- **READ/ SHARE**

The sentences are then opened up, read, and shared in the small groups and larger group if desired.

- **TEXT READ**

● TEXT ORAL

Teacher: "Let's list some people in our story in column one and the things they did in column two.

1	2	
The school nurse	waited	cried
James	worked	played
Runny Nose	hurt	nagged
The teacher	called	helped
Hurt Foot	sat	wasn't afraid

Listen while I make some sentences by combining words from column one and column two." Have students compose enough sentences orally to see the numerous possibilities.

● TEXT WRITE

This oral sentence building exercise may be followed by asking students to write several sentences using the same words. When the students write their sentence, remind them to compose sentences that are consistent with events in the story.

*The dot is used so the words will be oriented correctly and in correct sentence order when the sentences are opened up to be read.

SENTENCE SCRAMBLE

Having the word cards to manipulate and the basal reader picture for reference gives the student a meaningful context in which to compose sentences.

● TEXT READ

● TEXT ORAL

Teacher: "Let's do the first example on the lesson together. Cut off the bottom row of words. (See the following page for an example.) Turn in your reader to page 94. What is happening in the picture? That's right. James hurt his finger on the playground after lunch. On the space next to number 1, arrange the words you cut off to make a sentence that tells about what happened. We can put the words together to make a sentence like this that says: James cut his finger." If students aren't familiar with this procedure, the teacher can demonstrate with a pocket chart and flash cards. (If students need more guided practice, the teacher may write other sentences on strips and cut them to show how the parts can be reassembled to make the sentence. Pictures in the basal reader that are not incorporated in the lesson may be used for this.)

● TEXT WRITE

Students complete the remaining sentences on their own. They may either paste down the sentences on paper or put them in an envelope so they could be reused in class or at home.

See the next page for a sample of a student lesson.

Name _____

LEVEL 10
Pages 94 - 107
Making Sentences

Directions: Cut off one row of words at a time. Paste them in order to make meaningful sentences that describe what happened on that page in the story pictures.

Page 94

1.

Page 95

2.

Page 97

3.

Page 103

4.

Page 106

5.

hug. (106)	The (106)	a (106)	gave (106)	him (106)	nurse (106)
treatment (103)	cleaning (103)	bad. (103)	The (103)	wasn't (103)	
and (97)	foot (97)	A (97)	runny (97)	a (97)	waited. (97)
nose (97)	hurt (97)				
said (95)	"My (95)	James (95)	finger (95)	hurts." (95)	
James (94)	finger. (94)	cut (94)	his (94)		

STORY CARDS

Another way of presenting a structure for oral and written sentence building is on story cards.

● PERSONAL EXPERIENCE ORAL

Story cards, like the following example are written on butcher paper and labeled with the basal story pages and reader name from which the lesson came. By preparing the story charts in advance, attention is given to incorporating all of the new vocabulary from the story.

		at
		to
	painted	in
The	went	the
Larry	helped	lunchroom
Ted	sat	eggs
Teacher	played	school
Father	cooked	playground
		home

Being Me P. 15

Teacher: "Let's see how many sentences we can say orally by selecting a word(s) from each column."

The teacher sat at home.	Larry went to school.
Ted sat at home.	Larry helped at school.
Ted went to school.	Larry helped at home.

● PERSONAL EXPERIENCE WRITE

Students may then be asked to write several sentences of their own.

● READ/ SHARE

A compiled list of the sentences is then made. There are several ways to do this: The teacher can write them on the chalkboard as students read theirs. Students can write their own sentences on the chalkboard. The sentences the students wrote can be pinned to the bulletin board or put in a pocket chart until after the story in the text is read.

● TEXT READ

● TEXT ORAL

Students discuss which of the sentences that are up on the chalkboard describe events in the story.

● TEXT WRITE

Students are asked to write additional sentences which are based on events in the story to add to the ones on the chalkboard. These may then all be put in an envelope and labeled with the story name and pages.

● READ/ SHARE

■ Students can read and categorize the sentences into those that are about events that happened in the story and those that are not about the story.

COMPOSING SENTENCES IN RESPONSE TO QUESTIONS

Through the prompting or context of the teacher's questions, students formulate sentences in response.

● TEXT READ

● TEXT ORAL

On the chalkboard (or on butcher paper) sets of words are written in word boxes like the following examples:

1. finger. cut James his
2. feeling He just awful. was
3. hurt? Will it
4. James The 3 part a gave nurse treatment.

The teacher asks questions like the following and students respond by orally composing answers in complete sentences.

1. What happened to James?
2. Why did James go see his teacher?
3. What question might James have asked?
4. What did the nurse do?

● TEXT WRITE

Students each have pieces of lined paper. After the teacher reads question 1, they write an answer using the words in Word box 1.

SENTENCE EXPANSION

Exercises that cause the student to focus on using more words and ideas can add variety and interest to sentences.

- **PERSONAL EXPERIENCE ORAL**

  Teacher: "In the pocket chart is a short sentence using some of our new words.

His	finger	hurt

  What are some words or phrases we can add to expand and make this sentence more interesting?" Students contribute their suggestions and it might be expanded a number of times as follows:

His	little	finger	hurt			
His	little	finger	hurt	badly		
His	little	finger	was	bleeding	badly	and	hurt

  Several examples like this may be done orally and in writing using the pocket chart prior to doing the next step.

- **PERSONAL EXPERIENCE WRITE**

  Students are organized in small groups. They are each given a strip of paper (backs of old dittos cut 1" X 11") and an envelope (legal size reuseable school mail envelopes). Teacher: "Write a short two or three word sentence on your strip of paper. Don't put any punctuation after the last word. Tear each word apart. Put the words in the envelope. Pass the envelope to the student on your right. Take the words out of the envelope you were just handed. Arrange the words to make a sentence. Now write a word(s) that can be added to the sentence. Tear it off. Put it in the sentence and reread it to make sure it makes sense. Then put all the words in the envelope. Pass the envelope to the person on your right again. When you get another envelope, reconstruct the sentence and add another word(s)." This procedure is repeated four or five times until the sentence gets back to the originator who arranges it in its new longer form.

- **READ/ SHARE**

  Students enjoy sharing their lengthy, often humorous, sentences with their small groups. An opportunity for voluntarily sharing is then provided in the larger group.

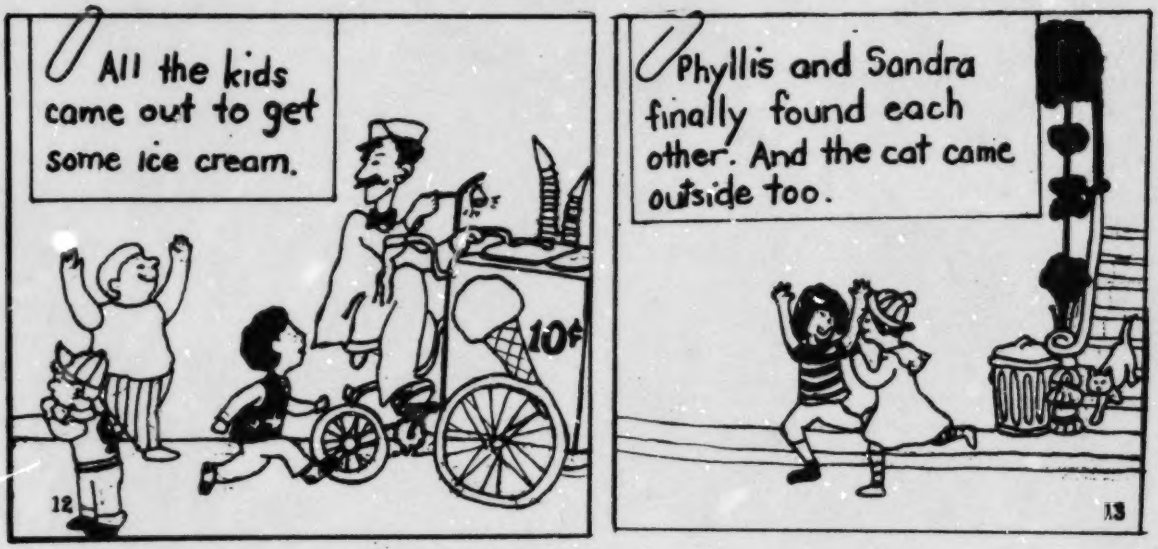
- **TEXT READ**

PAPER CLIPPED STORIES

Incorporating the Language Experience Approach enables students to use their own language to develop oral and written stories that relate to the basal reader content.

- PERSONAL EXPERIENCE ORAL — Students use the pictures in their basic reader story as the stimulus for constructing a story orally. They compose sentences about each picture that tell a story.

- PERSONAL EXPERIENCE WRITE — On small slips of paper, students write one or two sentences about each picture to develop their own stories. The strips of paper are paper clipped over the text on each page as shown below. The pictures are not covered. (Students who are at the initial stages of reading can dictate their sentences and an adult can write them on the slips of paper.)


All the kids came out to get some ice cream.
10¢
12
Phyllis and Sandra finally found each other. And the cat came outside too.
13

- READ/ SHARE — Students can then read their story to others in a small group or with a partner.

- TEXT READ — The slips of paper are removed so students can read the text.

- TEXT ORAL — After the reading students can retell the story using the pictures as reminders of the story events.

- TEXT WRITE

The TEXT ORAL activity is then followed by a parallel exercise in the TEXT WRITE step. Students write a summary of the basal reader story on slips of paper using the pictures as a guide. These may be clipped over the text. The slips of paper are then put in an envelope and labeled with the name of the story and person who wrote the sentences.

- READ/ SHARE

Students then exchange envelopes with a partner. As an independent reading activity each student reads the sentences from their partner's envelope. The sentences are matched to the pictures in the story and clipped over the text. When the sentences are all clipped, each student reads the story s/he just reconstructed. The author listens and checks if the partner clipped the sentences to the right picture.

TIME LINE MOBILES

Teaching students to understand sequence of events as it relates to their own lives preceeds and facilitates the application of the same skill in reading and writing.

● PERSONAL EXPERIENCE ORAL

In a group discussion, students share orally some of the major events that happened to them in their lives. Students: "I went to South America. I have a new baby sister. My dog had puppies. We got a new car. My team won the Boy's Club trophy. I broke my arm, etc."

● PERSONAL EXPERIENCE WRITE

Each student is given four 5" X 8" cards. (More for students who are older or more fluent writers.) Teacher: "On each of these cards, I'd like you to write one big thing that happened to you in your life. You may also draw a picture to illustrate the event. Put them in the order that they occurred and number each." Younger students can dictate sentences and the teacher can write them on the cards. Holes may be punched and yarn used to make time line mobiles as shown.

● READ/ SHARE

Students take turns reading and sharing in small groups. The time lines may then be put up on the bulletin board and used as a comprehension exercise. The teacher prepares questions based on the information. Students need to read each other's work in order to find the answers to questions like the following:

1. How are John and Sam alike?
2. What do you think is the most interesting place some one in our class has been?
3. Did Alan travel to Oregon or Ecuador first?
4. What was the last big thing that happened to Sue?

● TEXT READ

● TEXT ORAL

Teacher: "Let's now talk about what some of the big things were that happened in our story. Students discuss story events.

● TEXT WRITE

Students are then asked to write three important events from the story, illustrate them and put them in order as they did in the PERSONAL EXPERIENCE WRITE step.

BASIC READERS THEATER

Direct participation in the reading of a play based on the basic reader story is a method of improving comprehension and also provides worthwhile oral reading practice.

- TEXT READ

- TEXT ORAL — After reading, students discuss how the basic reader story could be revised into a play with dialogue, where the settings are, what scenes there are, what characters they need to include, what events will be included in the plot, and how some of the story will need to be presented by a narrator or two.

- TEXT WRITE — Before students are asked to rewrite the story into dialogue form, the teacher needs to provide examples of plays that are already written and have students read them. Next, in a group situation with teacher guidance, one of the basic reader stories is rewritten into dialogue and narrator parts. When students understand the procedure, then they can do it independently. (Students should have little difficulty rewriting the story into a play as most of the words they will need are there in the story and few word changes are necessary.)

- READ/ SHARE — Students enjoy reading plays, exchanging parts, and reading them over and over. They will also enjoy sharing them with other groups of children. The reading of a play also provides a good opportunity to invite parents to visit the classroom.

Two methods for presenting the play are described below:

1. Duplicated Scripts - 1 copy for each actor in the play

2. On Flash Cards - Each line of dialogue is printed on the front of a 4" X 18" tagboard strip. The initials or the name of the speaker should be printed at the bottom. All the cards should be numbered sequentially on the back. The teacher then shows one card at a time. The students each read their part as it is displayed. (This method works well for beginning readers.)

Then Kate and Ben see Kim come down the walk. Narrator	33
Look at Kim. Ben	34
Sit down with me Kim so Suzy cant see you. Kate	35

PREDICTING

Active reasoning (drawing conclusions, predicting outcomes, reading to confirm, and test expectations) is a dimension of developing comprehension.

- **TEXT READ I** — Teacher: "Today I am going to read part of our story to you. The story is about an old woman who drives a school bus. Just listen, you won't need your book." The teacher reads some of the story orally and stops just prior to a particularly exciting part.

- **PERSONAL EXPERIENCE ORAL** — Teacher: "I'm going to stop reading here. Based on what we've read so far, what do you think will happen next? Let's talk about what you think the students in the bus will do when they didn't see the old woman on the school bus that day. I will list some of your ideas on the chalkboard."

- **PERSONAL EXPERIENCE WRITE** — Teacher: "On a piece of scratch paper, write down in a sentence or two what you think might happen next."

- **READ/ SHARE** — Have students share what they have written.

- **TEXT READ II** — Teacher: "Open your books now and finish reading the story."

- **TEXT ORAL** — Teacher: "Let's discuss now what really did happen in our story. Were any of the endings you wrote like what really happened? In what way were they similar? Can you think of any other ways the story might have ended?"

- **TEXT WRITE** — Teacher: "Now write several sentences on the same paper that tell what really did happen when the students didn't see the old woman on the school but that day."

WHO AM I?

Students will be more successful with written assignments based on the text when they are preceeded by parallel oral lessons that are based on personal experiences.

● PERSONAL EXPERIENCE ORAL

Teacher: "Listen to some "Who Am I?" riddles that have been written by other students. I am tall and very blonde. I have a short scar on my cheek. My eyes are blue. Most of the time I am happy. But, sometimes, the teacher has to get after me for not finishing my work. I play on the Boy's Club football team too. Who am I?

To demonstrate, the teacher presents several more "Who Am I?" riddles. Students then compose some "Who Am I?" riddles orally.

● PERSONAL EXPERIENCE WRITE

Each student then writes a Who Am I? riddle about him/herself. They should be encouraged to give clues that tell about their personality or physical traits, not clothes or other non-permanent characteristics.

● READ/ SHARE

The teacher then reads or students exchange papers and read each of the "Who Am I?" riddles aloud to the group. Students listen and identify who they think the riddle is about.

■ These "Who Am I?" riddles may then be read independently by students and matched to their names which each student writes on a strip of cardboard. An effective bulletin board can be made by pinning up the papers and having each child make a name tag which is used to match to the riddles.

● TEXT READ

● TEXT ORAL

Teacher: "We have read about many people in our book. Listen and tell me which character you think I am describing: I just looked down at my shoes. I am very quiet. I don't say very much. After a while, I played catch with Larry. I am new in school. Who am I?" (Ted) The teacher may model several more examples and then ask students to do some orally.

● TEXT WRITE

This activity is a good one to culminate/review an entire basal reader. Students may select, draw basal reader character names out of a hat, request, or be assigned a character to write a "Who am I?" about, in the same way they did when they wrote about themselves.

● READ/ SHARE

■ These can be read and matched to the character names by students as an independent reading assignment.

(An alternative idea would be for students to write "Where am I?" or "What am I?" riddles based on places or items that were read about in the basic reader.)

STEP-BY-STEP SENTENCE COMBINING

In response to questions and clues given by the teacher, ideas can be added one at a time to develop longer more interesting sentences.

● TEXT READ

● TEXT ORAL

A short sentence is written on the chalkboard:
Teacher: "Here is a sentence based on an event in our reader.

Larry cooked eggs.

"Who can add a word that tells what kind of eggs they were.

A student or the teacher writes the new sentence under the first one.

Larry cooked funny eggs.

"Who can add words that tell where it happened?"

Words are added and the longer sentence is written under the last sentence.

Larry cooked funny eggs at home.

"Here is another sentence"

Ted talked.

"Add words that tell who he talked to."

Ted talked to Larry.

"Add words that tell when."

That day Ted talked to Larry.

● TEXT WRITE

Students now write expanded sentences in the same manner they did in the TEXT ORAL step. They may respond in two ways:

1) In response to the teacher, (oral directions & questions), i.e. Teacher: "Write the sentence, A boy painted a flower. Add words that tell how it looked. (Students write, Larry painted a big red flower.) Now add words that tell what it had on top." (Students write, Larry painted a big red flower with a bird on top of it.)

2) to written directions

Here is a sentence.

Larry helped.

1. Add word(s) that tell what he did.
   Larry helped cook the eggs.
2. Add word(s) that tell who he helped.
   Larry helped Father cook the eggs.
3. Add word(s) that tell why they cooked eggs.
   Larry helped father cook the eggs for lunch.

FOLD IT UP

By focusing on one aspect of a sentence at a time, students learn how several ideas can be combined in one sentence.

● PERSONAL EXPERIENCE ORAL/WRITE

Students are organized in groups the size of the number of ideas that are to be combined into the sentence. Teacher: "Let's list some people (nouns or noun phrases) on the chalkboard that can be a subject for a sentence."

The teacher writes some examples that the students suggest:

The old witch
An ugly fireman
The friendly fisherman
The graceful skater

"Take the back of a worksheet or used paper. Fold the paper about 1/5 of the way up from the bottom like this (demonstrate). Write a noun or noun phrase. See if you can write one that is different from those on the board. (Demonstrate again by writing a noun phrase as above.) Then fold your paper up another 1/5 of the way up so you cannot see the noun phrase you wrote. Pass your paper to the student on your right.

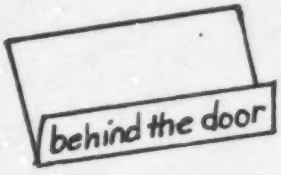
Now let's list some actions (verbs or verb phrases) people can do.

jumped
painted a house
sat
jogged
baked

Write a verb or verb phrase. See if you can write one that is different from those on the board. (Demonstrate as shown above.) Then fold your paper 1/5 of the way up again so you cannot see the verb phrase you wrote. Pass your paper to the student on your right.

Let's list some phrases that tell where the action could have taken place.

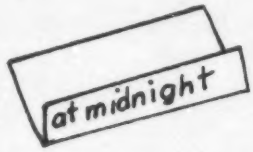
in the kitchen
under water
on top of the desk
outside
on a bus



On this section, write a phrase that tells where it could have happened. (Demonstrate as shown above.) Fold your paper 1/5 of the way up again so you cannot see what you wrote. Pass it to the student on your right.

Next let's list some words that tell when this could have happened.

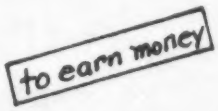
after dinner
during the movie
at night
between recess and lunch
just before church



Write a phrase that tells a time when this happened. (Demonstrate as shown above.) Fold your paper 1/5 of the way up again so you cannot see what you wrote. Pass it to the student on your right.

Let's list some phrases that describe why this event might have happened.

because his tooth hurt.
to reach the top
as it was raining
because he needed money
to try and see better



On this last space, write a phrase that tells why or gives a reason. (Demonstrate as shown above.) Pass it to the next person on your right. All students should now have the sentences they started.

- READ/ SHARE

Students will enjoy reading and sharing their sentences which are frequently humorous.

This exercise can be made easier by only having students use noun phrases, verb phrases, and a phrase that indicates a place, for example. In this case, students would work in groups of three.

- TEXT READ

- TEXT ORAL/WRITE

A parallel exercise can be done with several modifications after reading the text. Students find phrases from their reader or compose phrases consistent with story events. They do not need to fold or pass their papers as they need to know what was written before in order to write a true sentence that is consistent with the story.

SENTENCE COMBINING

The use of oral and written sentence combining exercises is a way of avoiding traditional grammar, and at the same time it can help students develop more complex sentences and improve over-all quality of writing.

● TEXT READ

● TEXT ORAL

Teacher: "Let's read these short sentences on the board.

James cut his finger.
He was on the playground.
It was after lunch.

If we put the important ideas from each sentence together, we can make one longer and more interesting sentence. We don't have to repeat all the words. I will make several sentences to show you what I mean. James cut his finger after lunch on the playground. After lunch when James was on the playground, he cut his finger. Now let's see if you can put these ideas together in different ways and make other sentences." Students practice oral sentence combining with several other examples before writing in the small response groups.

● TEXT WRITE

Students now work in small groups of three. Each student is given a strip of scratch paper. Additional sentences to combine are put on the chalkboard.

The nurse cleaned James' finger.
She hugged him.
She gave him a bandage.

Each group composes three different sentences which are written on the strips. They are then read and the best sentence is selected to be shared orally with the other groups or written on the chalkboard.

Students should be encouraged to notice that there are a number of ways that ideas can be stated in sentences. For students who are just beginning to do sentence combining, they might be asked to just put together two ideas such as in the following example:

James waited.
He was in the nurse's room.

The nurse gave James a treatment.
The nurse gave James a hug.

MAKING SENSE & SENTENCES WITH PHRASES

Students manipulate, combine, and compose phrases in order to construct numerous sentences that make sense and are based on events in the basic reader story.

- **PERSONAL EXPERIENCE ORAL** — The worksheet (see the following page) is passed out to all the students in the reading group. Students cut apart all of the phrases. Using the phrases in a guided discussion with the teacher, they combine a phrase from columns one, two, and three to formulate many oral sentences that make sense.

- **PERSONAL EXPERIENCE WRITE** — Teacher: "Now I'd like each of you to compose one sentence of your own using the same pattern. Here are three strips. Write a phrase about someone, that we could use to start a sentence. On the next strip, write what that person did. Then on the last strip, write a reason." (The kinds and number of phrases can be modified as to vocabulary, length, and complexity. For example, only two phrases might be used in an initial activity.)

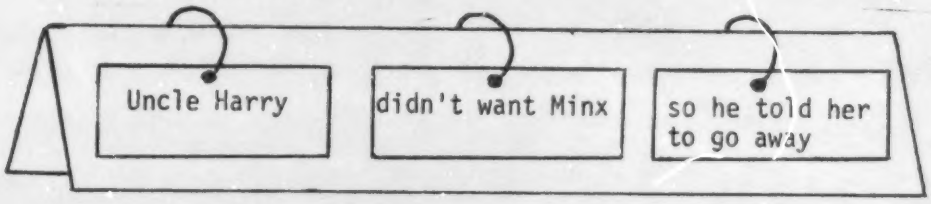
- **READ/ SHARE** — These are read and shared in the small and large groups.

- **TEXT READ**

- **TEXT ORAL** — After the reading, students can compose sentences orally about story events, starting with each of words or phrases from column one.

- **TEXT WRITE** — Students then rearrange the words and phrases to make sentences that not only make sense but also are consistent with events in the story as they did in the PERSONAL EXPERIENCE WRITE step. Students enjoy taking home the sentence parts in an envelope to reconstruct and read for parents.

- Students may also compose their own phrases that make sentences. These may be cut up and glued along with the ones from the worksheet on tagboard. A nonconsumable comprehension activity is made as shown below with chart rings on a tagboard tent. Students check comprehension of the story as they flip over the appropriate phrases that go together to make sentences that are consistent with events in the story.



Uncle Harry	just gave a dog away	because they didn't take kittens.
The man in the lost and found	had a dog	so he didn't need a kitten.
The woman at the pound	got a kitten out of a tree	and he didn't like kittens.
The girl	didn't have mice	so there was room for a kitten
The man at the bakery	sent Uncle Harry to the pound	so she wouldn't be sad.
The boy	didn't have a home	so she didn't want another.
Minx	had a kitten like Minx	so she walked after Uncle Harry.

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SENTENCE IMITATION

Students use their syntactic knowledge of oral language to identify and generate words of specified grammatical classes being studied.

- **PERSONAL EXPERIENCE ORAL**

  The teacher selects a sentence from the basic reader and writes it on the chalkboard. Several words are underlined that are the same grammatical class (verbs, nouns, and adjectives)that is being studied in the language text. Students are asked to supply other words that could be substituted for the underlined words. They are listed on the board as shown below:

  Would you like to help cook the eggs for lunch?

fix	salad
bake	pie
buy	milk
peel	potatoes

  They are not great eggs.

  yellow
  big
  delicious
  scrambled

- **PERSONAL EXPERIENCE WRITE**

  Other sentences from the reader are selected, written on the chalkboard, and target words are underlined. Students then write several words that could be substituted for the underlined focus word(s).

- **TEXT READ**

CLOZE GRAMMAR

Students enjoy asking a partner to name parts of speech which become incorporated into a humorous piece of writing.

- **PERSONAL EXPERIENCE ORAL/WRITE** — To demonstrate, the teacher has a cloze grammar sheet made by xeroxing a page from the basal reader and blocking out words that are specific parts of speech that are being taught. In place of the word, a blank is inserted, and the name of the grammatical class is written under it. As various parts of speech (nouns, verbs, adjectives) are studied in the language text, they can be incorporated into lessons like the example on the next page. It works well for the teacher to demonstrate the procedure with the overhead projector. The teacher takes the role of the recorder.

  After students understand the procedure that the teacher demonstrated, they are then organized in partners. One student in each pair is the recorder. Another cloze grammar sheet is given to each recorder. (Only the recorder sees the cloze grammar sheet until it is completed.) The recorder then asks the partner to suggest words that are examples of the parts of speech listed. The recorder writes down the words their partner says.

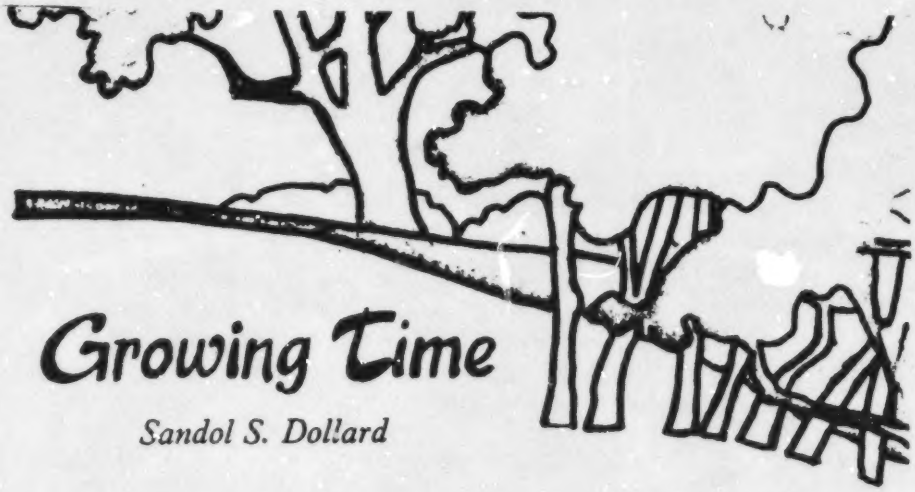
- **READ/ SHARE** — Students enjoy reading their humorous episodes to each other. The results are often funny as only the recorder has see the context of the story until it is read later.

- **TEXT READ**

- **TEXT ORAL/WRITE** — After reading the story in the reader, students can work again in partners to discuss, write, and complete the same or a different cloze grammar sheet, only this time it it based on what was remembered from the events and scenes in the story. In this step both of the partners need to see the cloze grammar sheet.

- **READ/ SHARE** — The student partners are usually anxious to check (reread) their work to compare it with the actual text in the basic reader.

Directions: Ask a partner to name the kind of word listed under each blank. When your partner says the word write it on the line. When you are finished, have your partner read it to you.



Growing Time

Sandol S. Dollard

Jamie lives in a _____ _____ in the country. (adj. / noun)
There are _____ trees and _____ _____ and (adj. / adj. / pl. noun)
wild _____ all around the house. The _____ porch (pl. noun / adj.)
is starting to _____ down, but Granny always says (verb)
the way those _____ are climbing, they'll hold it up (pl. noun)
another _____ years. It is a _____ to _____ (a number / noun / verb)
in, warm inside and full of _____ . (pl. noun)

King is Jamie's _____. King is _____ now that he (noun. / adj.)
sleeps most of the time in the kitchen, by the
_____ where it is _____. All day he sleeps there on (noun / adj.)
his old red _____, and sometimes he dreams, and (noun)
groans in his _____ . (noun)

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Level 18

PICK A PLOT

To create new stories, students reuse the same characters, locations, and situations from basal reader stories they have already read.

- **TEXT READ** — A Pick-A-Plot board and cards are assembled in preparation. (See directions on next page.) Students add cards from each story as it is completed in the text.

- **PERSONAL EXPERIENCE ORAL** — Students are given a card from each of the pockets. Each student tells a short story using the elements listed on the cards. The cards may be exchanged and different stories suggested.

- **PERSONAL EXPERIENCE WRITE** — Students then select a card(s) from each pocket and write a short story. (See the Student Directions on the next page.)

- **READ/ SHARE** — These stories are read and shared.

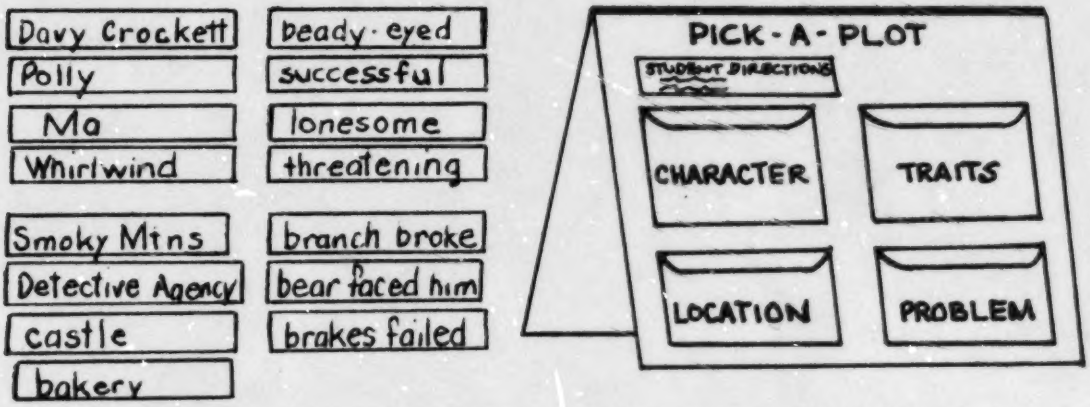
PICK-A-PLOT

SKILL: Oral and Written story development

ADUSTING FOR LEVEL: 1-6 (The level of this activity may be adjusted according to the writing abilities of the students. In lower grades it is suggested that fewer character, trait, location, and problem cards be put in the pockets. In intermediate grades, students may want to select more than one card from each pocket in order to compose a more complex story.

MATERIALS: 2 pieces of heavy cardboard approximately 10" X 12"
4 library pockets
Tagboard strips 1" X 3" (Write each of the basic reader characters, traits, locations, and problems on a separate strip. Use different colored strips for vocabulary from each reader.
Glue the STUDENT DIRECTIONS to one of the cardboard pieces.
Library tape to fasten the two pieces of cardboard together

SAMPLE CARDS



STUDENT DIRECTIONS FOR PICK-A-PLOT

Task 1. Select at least one card from the CHARACTER pocket, at least one card from the TRAIT pocket, at least one card from the LOCATION pocket, and at least one card from the PROBLEM pocket. Use these ideas to make up a story. Think of how your story will begin, events that will happen during the story, and how the story will end. Then write your story on a piece of paper. You may also want to illustrate it.

Task 2. Mix the cards together from all the pockets. Read and put them into the pockets in the right category.

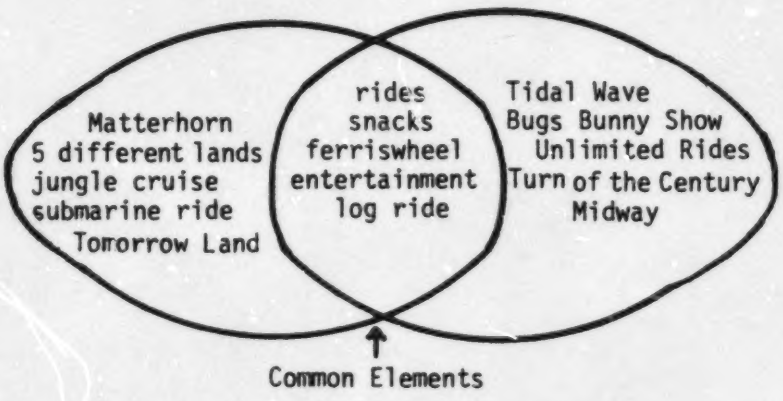
Task 3. See if you can make up your own PICK-A-PLOT cards. List at least 5 items to be used under each category: CHARACTER, TRAIT, LOCATION and PROBLEM.

COMPARE AND CONTRAST

This activity helps students compare and contrast ideas from several stories. It provides a structure for visualizing the common and unique elements.

● PERSONAL EXPERIENCE ORAL

Teacher: "Today we are going to read the story about Ben, a boy who goes into business at Coney Island. That's like a big amusement park. You are probably familiar with Disneyland and Great America. What are some things you know about each?" In a venn diagram like the one shown below, the teacher lists the suggestions made by students.



● PERSONAL EXPERIENCE WRITE

On strip of paper, students are asked to write one or more sentences like the following to show comparison and contrasting statements.

The Tidal Wave is scary but the Jungle Cruise isn't.
Great America and Disneyland have entertainment.
The Turn of the Century and the Matterhorn are both roller coasters.

The teacher may first need to model a number of sentences so students understand the task.

● READ/ SHARE

Students share their sentences in the small groups. They then read them to the larger group. The teacher also writes and shares.

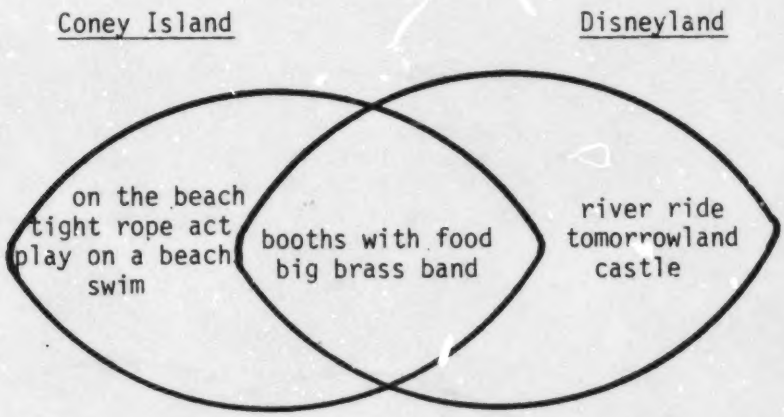
■ The sentences are then put in a manilla envelope and labeled with Comparison Statements and Contrasting Statements.

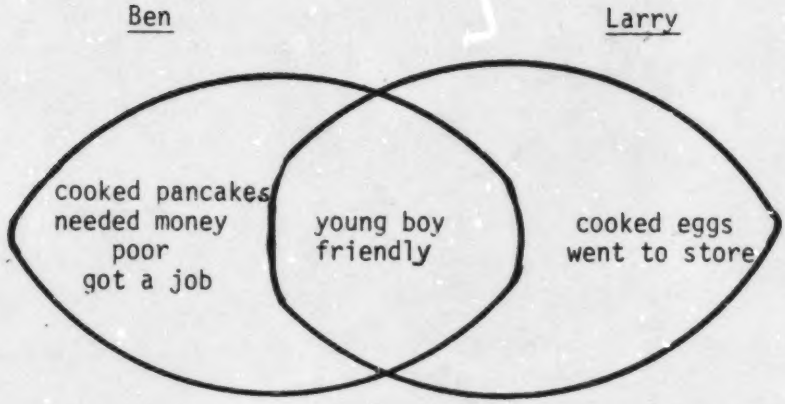
Students can then read and categorize the sentences. (Students can compare two animals, two students, the school and the home, or any two items where there are similarities and differences.)

● TEXT READ

● TEXT ORAL

In a manner similar to the PERSONAL EXPERIENCE ORAL step, students may discuss similarities and differences between some of the following ideas based on their text reading and/or personal experiences





● TEXT WRITE

Students might then write responses to the following:

1. Write two ways in which Coney Island and Disneyland are similar and two ways they are different.
2. How is Ben in the story we just read like Larry in the story we read last week? In what ways are they different?

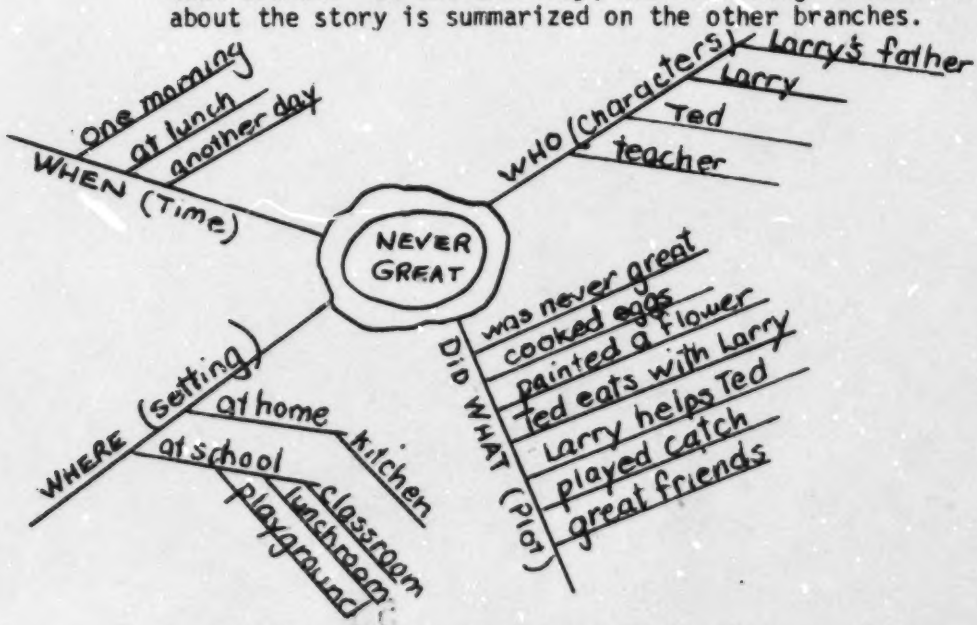
MAPPING SUMMARY

Retelling and mapping the story is a way of reprocessing the material and can increase comprehension. At first the procedure is done in response to a story they listened to and then students respond when reading is involved.

- **PERSONAL EXPERIENCE ORAL/WRITE** — The teacher reads a library story to the students. To focus the students' retelling (reprocessing) of the story, a map, such as the one shown below, is developed. The title of the story is written in the center of the map on the chalkboard. Symbols and pictures to convey story meaning may be used also. The students are asked who the story was about. The teacher writes the names on the character branch. The events are listed on the plot branch as the students mention them. The same procedure is followed with the setting and time branches.

- **TEXT READ**

- **TEXT ORAL** — As part of the retelling process, after reading the basic reader story simple story maps are developed with teacher guidance. The map below is a summary of the story "Never Great". It is about a boy who felt he never did any thing well. The teacher asks students to recall who was in the story and the names are listed on that branch. In the same way, the remaining information about the story is summarized on the other branches.



- **TEXT WRITE** — As students understand the procedure, they can either add to the maps that were begun during the group discussion or develop their own independently.

- **READ/ SHARE** — During the group discussion, each student shares and adds items to make his/her map more complete as ideas are mentioned by others.

● TEXT ORAL/WRITE — Using the same procedure on another question and answer sheet, students ask and write questions about the story to each person in the group. Each student responds by writing an answer based on the story events.

● READ/ SHARE — ■ The questions may be cut apart from the answers and put in an envelope and labeled with the story name and page numbers. As an independent reading activity students can read and match the questions and answers.

QUESTION/ANSWER PROFILES

Involving students in the act of questioning about what was read improves their comprehension. To become familiar with the practice, students first ask questions about each other.

- **PERSONAL EXPERIENCE ORAL** — The teacher models a number of questions orally for the students. i.e. Who was your first teacher? Where did you go on vacation? What is your favorite food? Different students in the group can respond orally. Students are then encouraged to formulate their own questions.

- **PERSONAL EXPERIENCE WRITE** — Students then take lined newsprint to make their own question and answer sheet. (Or forms like the one shown below can be duplicated.) They write each student's name on it who is in the group. Students then write a question to the first person on their paper. The sheet is then handed to that student who responds by writing his/her answer under the question. This procedure is followed for each student in the group. When they are finished each student then has one piece of information about every other student in the group.

1. Alan	Q	How do you get to school?
	A	I ride my bike.
2. Judy	Q	What sport are you good at?
	A	I can ski best.
3. Sam	Q	What is your favorite T V show?
	A	
4. Tom	Q	
	A	

These question and answer sheets are then cut up and all the sentences about Alan are put in one envelope, those about Judy are put in another envelope, etc. Each student gets the envelope with the sentences about him/herself. They arrange the sentences in some sort of sequence to use in writing an autobiographical profile about themselves.

- **READ/ SHARE** — These are read and shared in the reading group.

- **TEXT READ**

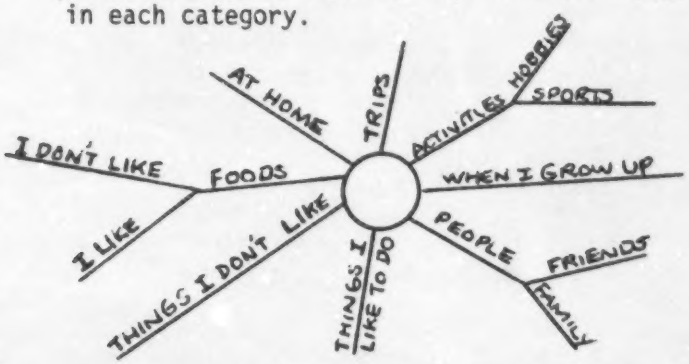
- **TEXT ORAL** — Students ask questions orally that are based on the events in the story. Different students in the group respond.

- **TEXT WRITE** — Following the same prodecure as in the PERSONAL EXPERIENCE WRITE step, students write a question about the story to each other student in the group. Each student writes an answer to the question s/he was asked.

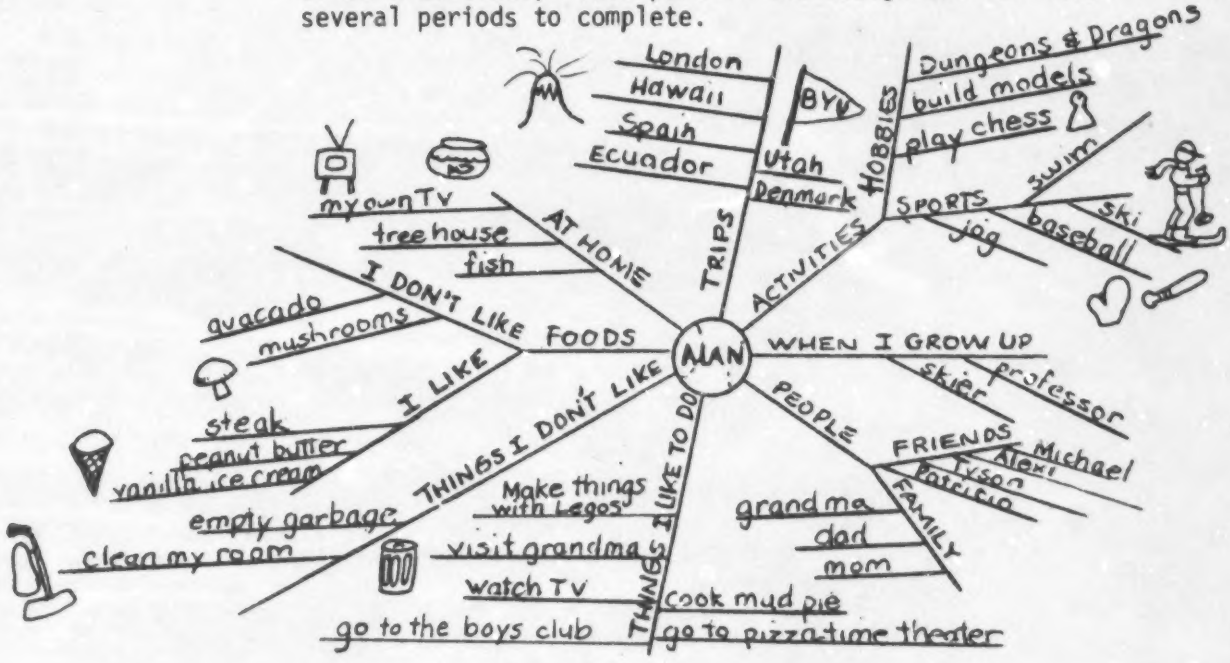
LIFE MAPS

Students see a purpose in writing when it is read and used by other students to gain information.

- **PERSONAL EXPERIENCE ORAL** — Each student is given a large blank 15" X 18" sheet of paper. The teacher begins the discussion by having each student put their name in the center in a favorite shape symbol (a race car, rainbow, football helmet, etc.). From this focal point, the major branches (categories) are discussed and are entered on the individual maps. Each branch is done in a different color. As the skeleton of the map is being developed, students then orally discuss persons, places, events, etc. in their lives that belong in each category.



- **PERSONAL EXPERIENCE WRITE** — Now that the skeleton of the map is complete, students can fill in the details on their own maps. They should be encouraged to use drawings, pictures, or any other materials to add variety. (Other branches may be added or some omitted.) This part of the assignment can take several periods to complete.



● READ/ SHARE

The small group reading/sharing may focus on just one aspect of the life maps. For example, in preparation for the basic reader selection about Betsy who liked to eat beets, the students could be asked to share only those items they have written on the food branch. (Branches on the students' maps may be developed in anticipation of some of the topics in the basic reader.)

■ These maps may be put up on a bulletin board and like the interview sheets, used as a source for comprehension materials. Questions like the following might be asked:

1. Who has traveled the farthest from here?
2. What foods do you like that other students don't like?
3. Of all the places other students have been, where would you like to go?

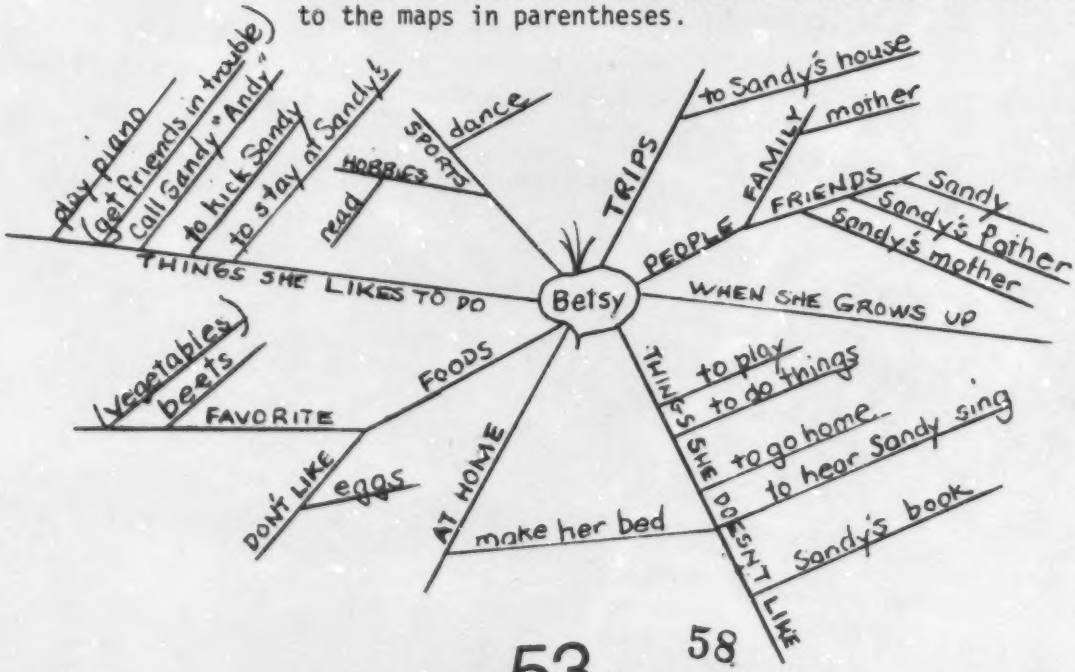
● TEXT READ

● TEXT ORAL

The structure for a similar map is developed for Betsy, the character in the basic reader story. Oral input from students is obtained as each of the branch labels are written.

● TEXT WRITE

Students then write and draw the details about Betsy on the map. As an extension, students can be encouraged to make inferences about Betsy that were not given in the story, but are based on conclusions that could be drawn. For example: Betsy probably likes to get other friends in trouble too. These inferences can be added to the maps in parentheses.



BOOK DETECTIVE

This activity can be used to introduce a basic reader and/or to review it on completion. It provides an opportunity for students to do elaborative thinking by relating events in the reader to their personal experiences.

- **PERSONAL EXPERIENCE ORAL/WRITE** — Before the students begin a reader, they are given a case sheet (see the following page) or it may be written on a large butcher paper chart. All the descriptions are drawn from from characters and events in the basic reader. Students talk with each other and ask questions to find classmates that fit the descriptions. They write the names on the line or if a chart is used they write the names on a separate sheet of paper.

- **READ/ SHARE** — In a group the cases are shared to see how many different students fit each description. (Another interesting activity is to make a class graph with the information.)

- **TEXT READ**

- **TEXT ORAL/WRITE** — After the reader is finished, the same case sheet may be used again. This time students discuss which of the characters in their basic reader fits each description and they fill out the case sheet using the reader characters as the answers.

- The cases from the PERSONAL EXPERIENCE ORAL/WRITE step are then put up on the bulletin board. Students respond to questions comparing the information gained in the PERSONAL EXPERIENCE ORAL/WRITE step. Students can write or discuss responses to items like the following:

    1. In what way is Uncle Henry in our reader like Susan and Tom in our class?
    2. Who in our reader is like Janet? Why are they alike?
    3. Who in our class is like Betsy in the reader?
    4. Mr. Frog is like Bob because _____
    5. How many different students have seen live shrimps or eels?

BOOK DETECTIVE CASE #10

Directions: In the time allowed by your teacher, talk with the other students in your class and see if you can find someone who fits the description given by each number. Each person may be used only once.

Find someone who:

1. has been to the school nurse. _____
2. has helped a new student with their work. _____
3. has stayed overnight at a friend's house. _____
4. has been to a bakery. _____
5. has had a bandage on in the last week. _____
6. has seen a live shrimp or eel. _____
7. has found a lost kitten. _____
8. has a book they have read again and again. _____
9. takes dancing lessons _____
10. has cut their finger at school. _____
11. likes beets. _____
12. has had a cleaning treatment by the school nurse. _____
13. has been new in the school in the last year. _____
14. has cooked eggs that were not very good. _____

BUILDING A PARAGRAPH

The relationship of a topic sentence and supporting details in a paragraph is established when students orally compose and write statements that are related in that manner.

● PERSONAL EXPERIENCE ORAL

Teacher: "Today we are going to read a story about a mischievous little girl named Betsy. She does a lot of things that get her in trouble all the time. How many of you do things that get you in trouble? I imagine it happens to all of us. I would get in trouble when I ate peanut butter out of the jar. Putting horseradish in a dish and telling people it was applesauce was another thing I did that got me in trouble." Students then orally discuss their experiences about getting in trouble.

● PERSONAL EXPERIENCE WRITE

The teacher then writes a topic sentence on a strip of paper and tapes it up on the chalkboard. (See below.)

> Many of us do things that get us into trouble.

The same topic sentence that was used in the PERSONAL EXPERIENCE ORAL STEP or a different one that Also relates to the subject in the basic reader may be used. Students are then given blank strips of paper and asked to write a supporting sentence that explains, describes, expands or proves the sentence on the board.

● READ/ SHARE

Students then bring up their detail sentences to the chalkboard, read then orally, and tape them under the teacher's sentence to form a paragraph that is indented.

> Many of us do things that get us into trouble.
>
> I ride my bike through mud puddles. I spilled paint all over.
>
> I get in trouble when I tease my little brother.
>
> I put an inner tube in the fire and my mom got mad.

● TEXT READ

● TEXT ORAL

The teacher puts several topic sentences based on the text up on the chalkboard on sentence strips.

Betsy did many mean and mischievious things to Sandy.	There are things that Sandy could have done to stop Betsy from being mean.

Students discuss and retell events in the story as they relate to each topic sentence.

● TEXT WRITE

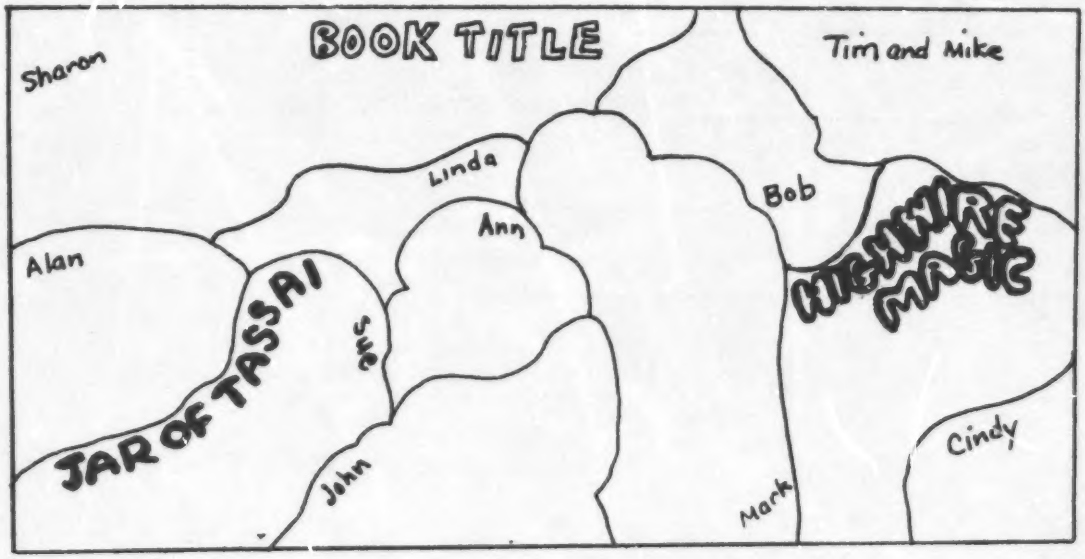
Students are given blank sentence strips again. Teacher: "Now we are going to do a similar writing activity again only this time we will use what we remember from our story to write our supporting sentences that go under each topic sentence. The strips with the detail sentences can be put in an envelope with the topic sentences. The envelope is labeled with the story name. Later students can reread the sentences and put them under the appropriate topic sentence.

BASIC READER MURALS

As a culmination activity students reprocess through art, a favorite story in the basic reader that was just finished. The whole reading group participates in making a mural on which a summary of each story is depicted.

● TEXT READ — The last story in a reader is completed.

● TEXT ORAL — A large piece of butcher paper is taped to the chalkboard. As students select which basic reader story they want to summarize with a picture, the teacher delineates an area on the paper and lightly writes their name as shown below.



● TEXT
DRAW

Students may use the school crayons they have. (Felt tip pens are optional but they add to the attractiveness of the mural.) The teacher helps with blocking in the titles if necessary, encourages students to draw large, press hard with the crayons to achieve brilliant colors, blend colors as with paints, and fill in all spaces with color.

INTERVIEW GAME

This is an enjoyable get acquainted activity that is appropriate for the beginning of school or when a group of students doesn't know each other.

- PERSONAL EXPERIENCE ORAL

  Students work in partners for this activity. They can work with someone they do not know, someone they do not normally sit next to, or a friend they would like to know more about.

  Teacher: "I'd like you to talk with your partner and find out at least five interesting or unusual things about him or her. Ask questions and tell each other about yourselves.

- PERSONAL EXPERIENCE WRITE

  Each student has an interview sheet (a blank sheet of paper). Teacher: "As you conduct your interview, write down the information on your paper." Students with limited writing ability may want to use pictures or symbols to illustrate some of the things they find out.

- READ/ SHARE

  Teacher: "Next, each pair of partners should join another pair of partners. In your group of four, each of you should introduce your partner to the others. You should use your notes and drawings to help you with your introduction."

  After the detailed introductions in the small groups, students then introduce their partner to the large group. In the large group sharing, each student only mentions one piece of information about their partner to cut down on time.

- The interview sheets may then be put up on a bulletin board and used as a relevant source for comprehension materials. Questions such as the following might be asked.

  1. How many students moved this summer?
  2. Who traveled the farthest on their vacation?
  3. Of all the kinds of lessons students in our class take, which would you like to take?
  4. Tell why you think Sam's chores are unusual?
  5. What is the most common pet that belongs to students in our class? The most unusual?

Students can also contribute questions. As they seek answers, they have the opportunity to read each other's writing. Writing takes on importance for students as they see their writing actually being used.

● TEXT READ

● TEXT ORAL

Teacher: "You have all had practice asking questions, interviewing, and finding out information about a partner. Let's now do the same thing with the characters in your story." With teacher guidance, students formulate some questions orally that they could ask. They can even take the roles of the characters in the story and give answers that were supplied in the reading or that they could infer from the material.

● TEXT WRITE

a) Students work in partners again. Each student selects and plays the role of one of the characters in the basal reader. Each student then finds out what role his/her partner is assuming and writes five questions that would be appropriate to be used in an interview with that character.

■ As a further step, students use their own comprehension questions they formulated. These interview sheets are then exchanged. Students write responses as if they were the character in the reader.

b) Another way of doing the basal reader interview rather than writing the questions, is to have the student fill out the interview sheet by doing a profile of the character as they did in the PERSONAL EXPERIENCE WRITE step.

COMPREHENDING AND CORRECTING

Students read short statements, discuss, use their readers to check and verify information, and then make corrections in writing.

● TEXT READ — On sentence strips the teacher writes some true and some false statements about the basic reader story. After the students have read the story, the teacher shows them one at a time. The students read the sentence silently and respond yes or no (thumbs up or thumbs down) depending on whether the sentence is true or false. Several examples follow:

> Uncle Henry found the kitten at the pound.
>
> At first Uncle Henry told the kitten to go away.
>
> The little boy didn't like kittens.
>
> Uncle Henry carried Minx in a box.

● TEXT ORAL — As each of the sentences that are false is shown, the students in partners or groups of three discuss what is wrong with it and how they could make it correct.

● TEXT WRITE — The teacher puts the sentences in a pocket chart. The students continue to work together in small groups to correct in writing each of the untrue sentences. They also indicate the Page number in the reader where they found the information to make the correction. For example the first sentence would look like the following when it was corrected.

> Page 80 Uncle Henry found the kitten in a tree.

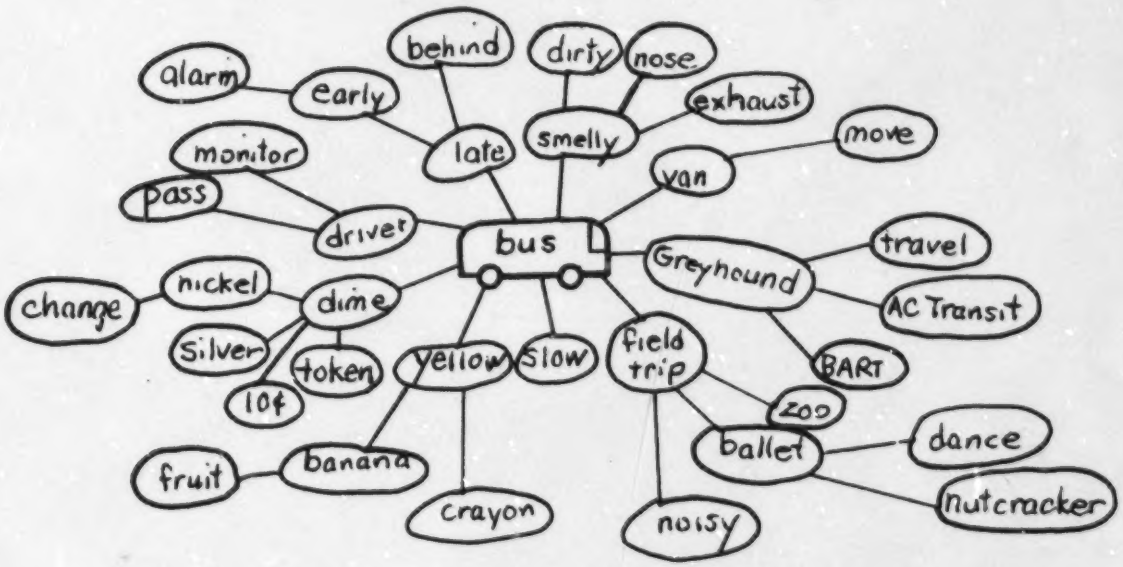
● READ/ SHARE — Two groups can get together to read their corrected sentences and check the page numbers.

CLUSTER WRITE

Frequent, short writing periods where students focus on quantity aid fluency.

● PERSONAL EXPERIENCE ORAL

Teacher: "Today we will be reading a story in our reader about an old woman who drives a school bus. Let's put the word bus in the center of our cluster." Students brainstorm related words. The teacher writes these ideas down in related clusters as shown on the chalkboard.



● PERSONAL EXPERIENCE WRITE

When sufficient ideas are recorded, students are asked to write for three minutes on any topic they choose. The purpose of the brainstorming is to provide a reservoir of ideas and vocabulary to use if needed. Some students may still prefer to write about another topic. After three minutes, students are told to count up the number of words they wrote and record their score. Students should see dramatic increases in the amount of writing they produce when this activity is repeated on subsequent days.